Placement Report
Internship at University of Groningen/Campus Fryslân

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Date of submission: 20/04/17
Word Count: 5,205
Internship at University of Groningen/Campus Fryslân as part of the Master Multilingualism at the University of Groningen
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I would like to thank my master’s programme coordinator and academic supervisor Dr. Nanna H. Hilton, for helping organise this internship and for her support during the placement period. I would not have been able to complete this placement without her advice and input. Additionally, I would like to express my thanks to my onsite supervisor, Pieternel de Bie. She supported and coached me throughout my internship and ensured that I had a very worthwhile experience at campus Fryslân.
1. Introduction

A key factor in my decision to pursue the MA Multilingualism was the opportunity it offered to complete an internship in the second semester. As I had been in full-time employment after the completion of my bachelor’s degree in 2013, I was keen to complete a master’s programme that offered a practical element.

Early in the first semester of the master’s programme, I began to narrow down my criteria for an internship. I knew that I did not want to pursue a PhD after completing the master’s programme, so I decided a more industry orientated placement would give me a better chance of employment after my studies. My main areas of interest are international education and language policy and planning, so I was hopeful that I could secure a placement in a related field. After completing some independent online research and having informal conversations with lecturers about future career options, the area of educational development, and in particular curriculum development, caught my attention. Therefore, I decided to try and find an internship in this area.

I approached my course coordinator, Dr. Nanna H. Hilton to see if she could recommend any organisations that might fulfill my internship hopes. She immediately suggested University of Groningen/ Campus Fryslân (CF). She explained that CF is in the process of creating a new bachelor’s programme with a strong international focus and she thought there might be an internship opportunity in my desired field. The idea of an internship at CF really appealed to me as I had primarily worked with international students previously and was excited by the prospect of working in an internationally focused environment again, while at the same time learning new skills.

Although it took some time to finalise, I was delighted to be offered and accept an internship position at CF at the start of December. As CF was in the midst of the accreditation process for their new bachelor’s programme, my internship would involve...
assisting in the development of the programme, particularly in the area of language and culture.

This report will document my internship experience. In the following section, I will provide information on CF and its structure. Thereafter, I will describe the tasks I performed in detail. In the subsequent section, I will evaluate to what extent I achieved the learning goals I outlined before commencing the internship and reflect on my own performance during the placement period. In addition, I will discuss how well the internship linked to the content of the MA Multilingualism programme and what knowledge I acquired and developed during the internship. I will also assess the supervision I received during my time at CF. Finally, I will comment on how the internship has influenced my future career goals.
2. The organisation

2.1 University of Groningen/ Campus Fryslân

University Campus Fryslân was established in 2011 as an academic network by the municipality of Leeuwarden and the province of Fryslân (National Onderwijs Gids 2010). It was located in Leeuwarden, the capital of Fryslân. Consisting of a Master’s College and graduate school, UCF collaborated with other universities and institutes of higher education in the Netherlands such as the University of Groningen (UG), University of Twente (UT) and Wageningen University (WU) in order to provide masters’ programmes and PhD project linked to prevalent topics in Fryslân such as water technology and multilingualism.

Since January 1st 2016, University Campus Fryslân officially ceased to exist. In its place, the University of Groningen/ Campus Fryslân (CF) was formed, becoming the eleventh faculty of the University of Groningen. Still based in Leeuwarden, it continues to offer Master’s programmes and PhD opportunities. Furthermore, CF will be home to a bachelor’s programme in the form of a University College (UC).

2.2 The University College concept

The UC concept is quite unique to the Netherlands and is largely based on the traditional American liberal arts and sciences model. A degree in liberal arts and sciences allows students to take courses from different disciplines including political science, psychology, mathematics, literature and languages. Instead of immediately specialising in one area, students gain experience in many broad fields. There is a strong emphasis on self-management and self-reflection. Students can specialise in one area in the latter years of the programme by completing a major track.

The liberal arts and sciences model has seen a resurgence in Europe in recent decades (van der Wende 2011: 5). As more and more high school students progress
directly to university after school, universities have encountered difficulties maintaining suitably advanced and specialised education at the undergraduate university level (Rothblatt 2003: 6). A gap in the market appeared for an elite education model with a keen focus on internationalisation (van der Wende 2011: 1). UCs offer small-scale education with the traditional frontal lecture style largely absent from its classes. Classes are primarily delivered in a seminar style where students are encouraged to question, challenge and debate.

UCs are generally campus based. Students live together in residential housing on or near the university campus. This is in stark contrast to the typical Dutch university where campus based housing does not exist.

Entry to UCs is highly competitive with students having to fulfill several requirements apart from passing final secondary school exams. Commonly, prospective students are required to submit a Curriculum Vitae, recommendation letters and pass a selection interview before being offered a place.

2.3 Global Responsibility and Leadership Programme

Undergraduate students at CF will study for a BSc in Global Responsibility and Leadership. The programme will be both inter- and transdisciplinary. In the first year, students take compulsory courses in political science, economics, global health, earth systems science, psychology and information technology. Thereafter in years two and three, student have the opportunity to specialise through one of the programme majors: Responsible Planet, Responsible Humanity and Responsible Economics and Politics.
3. Description of my activities

Although there were many projects I could have potentially completed to fulfill my internship requirements at CF, my onsite supervisor and I decided that my skills and personal interests would be best used in assisting in the development of the language and culture component of the bachelor programme. After a brainstorming session on my first day at CF, we mutually agreed that I would complete five main tasks during my internship. These tasks will be outlined and discussed in this section.

3.1 Comparative analysis of other University Colleges

In the Netherlands, there are currently ten UCs. My initial task was to complete a comparative analysis of the existing UCs, their language programmes and courses offered related to culture, intercultural communication and diversity. In addition, I was to compare the language policies of the other UCs.

I initially focused my efforts on compiling information on language programmes and culture related courses offered at the other UCs. This information was the most pertinent in creating the two mandatory language courses at CF, which was to be the cornerstone of my internship project. Thereafter, I gathered information on university language policies.

3.1.1 Comparison of language programmes and culture courses

My first step was to complete a thorough online search of the courses offered by each UC and make notes of salient information. If I could not find sufficient information, I would then contact the relevant people at other UCs in order to acquire the necessary data. In the end, the information I discovered online proved sufficient and I did not need to personally contact other UCs to gather additional information. After completing this search, I compiled a spreadsheet detailing the language programmes offered by the each UC and a separate spreadsheet outlining culture related courses. These spreadsheets are
included in Appendix B and C for reference.

One interesting fact which I uncovered during my investigation of the other UCs was that the majority do not offer a language course as a compulsory element of the bachelor programme, but rather as an optional elective course or as an extra-curricular course. I wanted to find out more about how and why UCs offer languages as an extra-curricular course and how they differed from traditional language centre courses.

University College Groningen offers such a course, so after consultation with my CF supervisor, I set up a meeting with the coordinator of the extra-curricular World Language Programme offered by University College Groningen.

After I had completed my investigation of UCs, I widened my search area to look at other universities both in the Netherlands and internationally. This allowed me to look at best practice in other universities and develop a more holistic view of how language and culture are delivered in other universities worldwide (see Appendix D).

3.1.2 Comparison of language policies

Gathering information on UC language policies was more difficult than I had expected. Although I could discern certain facets of UC language policies by reading online mission statements (all teach through the medium of English and a certain standard of English is an admissions requirement) I could not find concrete information on language policies for the other UCs. As I was unsure whom I should contact at the other UCs to try and acquire this information, I asked my supervisor at CF for advice. She offered to contact a few individuals who she thought could help, but unfortunately could not get any more information in this regard.

Therefore, I decided to research other university language policies in the Netherlands in order to become more familiar with their structure, layout and content. The two main language policies I focused on were that of the University of Groningen
and Erasmus University Rotterdam. As the two policies differ fundamentally, with the policy of the University of Groningen having a strong focus on English and internalisation, and Erasmus University Rotterdam promoting a dual English/Dutch language policy, it was interesting to see how two institutions approach the inclusion of English into language policy differently. Notwithstanding this, it became clear at the start of the internship that I would need to focus the majority of my time developing the two compulsory language courses. Therefore, I did not focus on this further.

3.2 Initial proposal for the language programme

After disseminating the information I had gathered during my research, I began to extract the most salient information from the data I had collected. After summarising my main findings, I discussed these with my supervisor during one of our weekly meetings. What stood out most was that only a minority of UCs have compulsory language courses, with the majority opting for optional or extra-curricular courses. In addition, only Leiden University College and Amsterdam University College had a strong focus on culture, intercultural communication skills and diversity within the frame of the curriculum.

Before I commenced my internship, my supervisor had shared some documentation with me on the current proposal for a language programme as part of the Global Responsibility and Leadership programme. It was quite traditional in structure. Students would take a 100 level and 200 level language course as a compulsory component of their programme. The 100 level course would take place over ten weeks in semester one of the programme and the 200 level course would run in year two of the programme, again for ten weeks. The 100 level course was an initial beginners course with no prior knowledge of the language necessary. The 200 level course was envisaged as a continuation of the 100 level course. As well as learning reading, writing, speaking
and listening skills, students would also develop cultural knowledge linked to their target language. It was intended to offer German, Spanish, Frisian and Mandarin Chinese in the first year and possibly expand the options thereafter. Having compared this outline with the offerings at other UCs, I thought there was an opportunity to take a different approach. I discussed this with my supervisor who allowed me to develop a proposal quite different to the original.

As I was new to the organisation, I felt it important to see what other staff members thought on implementing language and culture at CF were. From informal interactions with various staff members, I discovered that although language acquisition was important, other factors such as the development of intercultural collaboration amongst students, highlighting diversity and creating links within the community were integral to the internationalisation vision for CF.

Based on the complete dataset I had collected, I proposed a different approach for the implementation of language and culture within the GRL programme. The three main elements are outlined below, the complete proposal can be found in Appendix E:

1. Language and Culture course: instead of offering a compulsory language acquisition programme, offer two compulsory ‘language and culture’ courses. These courses would discuss language and culture from a sociological and anthropological perspective and improve student’s international communication skills.

2. Global Language Programme: create an extra-curricular language programme with an emphasis on language acquisition and culture. This would allow engaged, motivated students the opportunity to learn a foreign language and expand their skills set.

3. Summer long immersion courses: offer five weeklong immersion courses. Four
weeks would be based in Leeuwarden with the final week spent living in a
community of the host language.

After formulating this proposal, I presented it to my supervisor. After her
approval, I made a presentation to the dean of the campus and the managing director
who authorised me to develop the two language and culture courses under the terms of
the new proposal. They also reacted positively to my proposal for the Global Language
Programme and immersion courses.

3.3 Extended proposal

After completing the initial proposal, I expanded it to detail how exactly each of the
three elements outlined in Section 3.2 should be implemented and provided a rationale
for my decisions. Additionally, I also included suggestions as to how language learning
and cultural awareness could be further encouraged at CF, proposing a weekly language
café and a buddy language exchange programme. The full, extended proposal is
included in Appendix F.

3.4 Development of compulsory courses

After completing both proposals, my next task was to develop the two compulsory
language and culture courses for the curriculum to syllabus level. As I had no
experience in developing courses, my first step was to complete some research into
course development. I completed an online tutorial on course design.¹ This was helpful
in giving me a background into how a university course should be structured and what
elements should be included. In addition, every individual developing a course for the
bachelor programme was given a syllabus template. This gave me a better idea on how
to structure the syllabi and what content was required

The key components for the syllabus were a course description, learning
outcomes, assessment type and course literature. As my knowledge on learning
outcomes and assessment type was limited, I completed detailed reading into both areas before progressing further with the syllabus creation. A list of these references can be found in Appendix G. Once I had the requisite knowledge, I started to narrow down the content of the two courses. I presented updates to my supervisor during our weekly meetings and she gave me helpful feedback on my work.

As the concept of the bachelor programme is both trans- and interdisciplinary, courses should link with each other. Therefore, as the other courses became more concrete it was necessary to adapt the two language and culture courses in order to compliment them. The outlines for the courses I developed are contained within Appendix H and I.

3.5 Participation in the kick-off conference

As part of the curriculum development for the new BA programme a kick-off conference was organised for all individuals assisting in developing courses for the programme. I participated in the two-day conference to give advice on how to integrate language and culture into the GRL programme. I took part in all discussions and activities and offered my perspective on items discussed as an expert in multilingualism.

3.6 Other activities

3.6.1 Staff meetings

As well as completing all outlined tasks, I attended all formal staff meetings. This gave me insight into the workings of the organisation and I could also interject with input when needed.
3.6.2 Assistance with the Toets Nieuwe Opleiding

In the last week of the internship, I was asked to switch focus and assist with the completion of the Toets Nieuwe Opleiding (TNO) as the deadline was fast approaching. The TNO is the second document which needs to be approved in the formal accreditation process for a new degree programme. I was asked to work on the section regarding the internationalisation vision for CF.
4. Evaluation

4.1 Learning outcomes

4.1.1 Knowledge of the Dutch higher education system

As the Dutch higher education system is still a relatively new concept to me, it was important to develop a nuanced understanding of it. By having conversations with my supervisor, others in the education department and my own research, I became more familiar with the processes that must be completed when looking for accreditation for a new course.

I also deepened my knowledge of the UC system. Prior to commencing my internship, I had only rudimentary knowledge of the system. Now, I am much more familiar with how it works. Something that really surprised me was the level of detail required when developing a new programme. In the Netherlands, there are two accreditation documents which need to be submitted and approved before a programme is officially given the go ahead: the macro-proficiency document and the TNO. Although the first document had already been submitted and was subsequently approved during my internship, the second was only in the initial stages when I commenced work at CF. It was really interesting for me to see how intricate the development of new programmes is and the exact processes which need to be followed. As stated in section 3.6.2, towards the end of my internship, I also got the opportunity to some complete some written sections for the TNO. This afforded me the opportunity to become more familiar with the document and its requirements.

4.1.2 Understanding of curriculum development

I was very keen at the start of the internship to get some experience in curriculum development. I was tasked with developing two compulsory courses for the language programme. Having no formal experience in this area, I found the task quite daunting at
first. I find it quite hard to narrow down my ideas in general, and I had the same experience when developing the two courses. I had so many ideas in my head as to what and how the students should learn during the course that it was hard to condense my ideas and come up with a concrete structure. However, as I became more familiar with the process of course development and what needs to be considered, I was able to come up with a solid structure for both courses.

As a student, I have an issue with over-reading. I have a habit of heavily focusing on a topic and read so much about one particular area that I lose sight of the actual task at hand. I saw this starting to occur within the internship also. I was very interested in the concept of formative assessment and started to do some very in-depth reading into the topic. Afterwards, I realised that I was spending too much time focusing on one task and needed to start realising when I had completed enough research and move on. As the weeks progressed, I did improve on this skill and completed all elements of each task in a timely manner.

The process of developing the courses was a constant case of revision. As the programme is new, there were no existing courses to compare with. I started course development in earnest in week four of my internship as was still making updates in week eight as elements of other courses changed and I had to update my course accordingly. Although this was quite tedious, it lend itself to collaboration with other members of the curriculum development team which was enjoyable and enabled to see how elements of the two courses I developed could be incorporated into other courses.
4.1.3 Know processes involved in language policy making

Although this was an area I had hoped to get more experience in, the short duration of my internship, coupled with impending deadlines for accreditation material to be handed in, resulted in me not gaining much experience in this particular area. As outlined in section 3.1.2, I did have some time to do complete research into language policy so I did get a brief insight into this. Even though this was slightly disappointing from me, I learned a lot of other skills during the course of this internship which will definitely be of benefit to me in my future career.

4.1.4 Actively participate in a conference

Although I have attended various conferences, I have never been an active participant in one. I was both excited and daunted by this experience. The conference was held over a two-day period in Oldeberkoop, Fryslân and aimed to define the vision for the programme and the programme learning outcomes.

Participating in the conference was the biggest challenge of the internship for me. Although I am quite a talkative person, I am by nature an introvert and find it difficult to put myself out there, particularly in front of audiences I am unfamiliar with. I also found the conference difficult as the participants were from different areas of expertise including information technology, health science and economics, which are areas that I am not very familiar with. There was also some very animated and passionate discussion in the first part of day one and I found it a challenge to engage and participate. However, a pep talk from my supervisor before lunch on the first day gave me the confidence to participate more. I realised that although I did not have many years experience, I am still an expert in multilingualism and was there to give me own, unique point of view. I became more vocal after that and I began to enjoy the conference more. It gave me the opportunity to meet other education professionals in the Netherlands and
allowed me to further develop my networking skills.

The conference was also an opportunity for me to discuss the importance of multilingualism and cultural awareness with individuals from different fields. Previously, I had primarily discussed multilingualism with people from the same background. Presenting these ideas to people whose backgrounds were as divergent as political philosophy and information technology was a challenge but also an opportunity to impress the importance of multilingualism to an audience unfamiliar with the concept.

4.1.5 Experience in writing proposals

During my internship, I wrote several proposals. I have written academic proposals before but never one for work so I was keen to get some experience in this. Once I gathered the information required for the proposals, I was able to effectively manage my time and complete the reports in a timely manner. However, I found it challenging to orally present my reports in a concise way. Although I do have experience in presenting, I do not enjoy giving presentations and get quite nervous when I am required to present. As discussed in section 4.1.2, I also have difficulty solidifying my ideas and have a tendency to waffle and talk around a subject instead of honing in on the main point. During my internship, I had many opportunities to present information orally and improved this skill.

In addition, I learned how to present my work in a more appealing manner. Similar to written assignments for my master’s studies, I tend to focus very much on content and am less concerned about the aesthetics of my work. During the internship, I acquired knowledge on how structure and format my work in a more professional and clear manner.

4.2 Other acquired knowledge
4.2.1 Cultural differences

Something that did not cross my mind before starting this internship was how different working in a Dutch organisation was going to be from working in an Irish one. I naively had not thought about this before commencing my internship and it was something I had to get accustomed to.

Working style and structure is very different in the Netherlands than it is in Ireland. Firstly, in Ireland hierarchies are more defined than they are in the Netherlands. On my first day, the dean of the college invited me into his office for a chat. This would not be usual practice at home, and my first reaction was that I had done something wrong. However, it turned out to be just an informal conversation. The blurred of hierarchies is something I did enjoy about working in a Dutch organisation. In Ireland hierarchies can be quite strict which make some working environments quite clique-like and sometimes uncomfortable.

Additionally, Dutch people, in general, are a lot more direct than Irish people. Although I have been living in the Netherlands since September, I had never witnessed this communication style so intensely as it was something I was confronted with everyday. After the initial few weeks, it was something I got more used to.

In addition, discussion and debate seemed to be a key part of the working environment. Team meetings consisted of much talk and debate about different topics, with the vast majority of staff partaking in the discussions. In Ireland, the approach is more reserved with one or two people usually taking the lead and others interjecting as appropriate. Although I found it encouraging that everyone was given the opportunity to voice their opinion, I did find the approach slightly intimidating at the start. However, as the internship progressed, it was something I got more used to.

4.2.2 Dutch language proficiency
My Dutch, especially my listening comprehension, has improved since interning at CF. Although the official campus language is English, a lot of staff still converse in Dutch. Even though this was frustrating at the start as I found it difficult to understand what was going on, I can understand a lot more and my oral Dutch has improved also.

4.3 My contribution to the organisation

My internship project has resulted in the creation of two compulsory courses which will be part of the TNO document for the final accreditation of the bachelor programme. I assisted in the development of a new bachelor programme and I added my own perspective on language and culture from the view of a multilingualism expert. As no other member of the curriculum development team was focused on language and culture, I feel like I brought another viewpoint for the vision of CF and the new bachelor programme.

In addition, my proposal for an extra-curricular language programme, intensive summer courses, a language café and buddy language exchange will help permeate language and culture into the fabric of the new UC, and marries well with the international vision for CF.

4.4 The use of my knowledge and skills

During my internship, I was able to use and practice the skills I had gained during the master’s programme and from my previous work experience. I was able to practice all the writing, presentation and research skills I developed during the courses of the masters programme in semester one.

In particular, I practiced the skills and knowledge I had acquired from Multilingual School. Multilingual School gave me a solid background into the field of language and education. In particular, it provided me with the knowledge of what needs to be considered when working in an international classroom. As the new bachelor
programme hopes to attract 50% international students, it was helpful to have this background knowledge when developing the two compulsory courses.

Additionally, the knowledge I learned about Fryslân during the excursions for the Minority Languages course and a group project I completed for Language Planning and Policy helped me link my ideas for language and culture at CF to the wider Frisian community. CF strives to have strong links with Fryslân and the knowledge I acquired about the province made it easier for me to come up with ideas to link language and cultural learning at CF to the province.

Before commencing this masters programme, I worked as higher education professional with international students. I have experience with international student integration and recruitment and was asked my opinion on these topics when questions on them were raised.

I always felt like my opinions and advice were taken seriously. When discussions in the field of multilingualism, language and culture were taking place my input was asked and encouraged. I felt like part of the CF team and not just a temporary intern which made for a very enjoyable working environment.

4.5 Supervision

I was extremely lucky to have excellent supervision at the CF. My onsite supervisor was very encouraging and was always willing to answer my questions and give advice. Even when she was away from the office I knew I could always contact her by email or text message and she would reply to me promptly. She also gave me a lot of freedom to complete my work in my own style, try out new ideas and she trusted me to work independently. We had weekly meetings to discuss my progress and it provided an opportunity to bounce ideas off of each other. She invited me to meetings she thought might be of interest to me and always made me feel like an integral part of the team.
Additionally, other staff at CF were always willing to give advice and collaborate on ideas which made me feel like part of the team.

4.6 Career goals

This internship allowed me to consolidate my career goals. Although gaining experience in curriculum development was a great opportunity, I do not think it is a career path for me. It requires working alone for long periods of time and I did miss interactions with other people. However, I do know that I want to work in the area of education and internationalisation. This is a field I am very passionate about and am keen to get more experience in. As I was finishing my internship, I was offered a position as student assistant at CF for two days a week. One of my main tasks will be to assist in creating Erasmus exchange opportunities for students in the third year of study. This really encapsulates all my interests and I am a very excited for this new project. This internship has also helped me realise that I want to stay and work in the Netherlands after my masters programme so I will commence looking for employment here upon completion of my studies.

5. Conclusion

My internship at CF was both challenging and thought provoking. I learned new skills, developed already acquired ones and gained experience working in an international environment. It confirmed to me that the knowledge and skills I have developed during the MA Multilingualism will be beneficial when looking for future employment. Although I do not necessarily see myself working in the area of curriculum development, I know I want to work in the field of education and internationalisation. I look forward to further enhancing my skills through my work as a student assistant at CF.
References


Footnotes

1 The course design tutorial I took was developed by Dr. Barbara J. Tewksbury (Hamilton College) and Dr. R. Heather MacDonald (College of William and Mary). It can be accessed through the following link: http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/index.html.
## Appendix A
### Weekly Log

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| Week 1 (1/2/17-3/2/17)  | - Introduction to the organisation and its staff.  
- Outline main tasks to be achieved throughout the internship.  
- Analysis of language programmes offered by other university colleges in the Netherlands.  
- Analysis of culture/intercultural competency modules at other university colleges in the Netherlands.  
- Brainstorm with staff members about possible changes to the language programme vision.  
- Commence reading on accreditation process for new degree programmes in the Netherlands. |
| Week 2 (6/2/17-10/2/17) | - Set deadlines for tasks.  
- Read article about liberal arts education in the Netherlands.  
- Complete analysis of language programmes offered by other UC’s in the Netherlands.  
- Complete analysis of culture/intercultural competency modules at other UC’s in the Netherlands.  
- Analysis of language policies at UC’s and other institutes of higher education in the Netherlands.  
- Complete reading on accreditation process.  
- Meeting with UCG about their language programme.  
- Reading on learning outcomes. |
| Week 3 (13/2/17-17/2/17)| - Present UC comparison to supervisor and discuss new concept for language programme.  
- Write proposal for language programme.  
- Continue research on language programmes in other countries.  
- Meeting with internship supervisor.  
- Attend staff meeting.  
- Make language programme proposal to Dean and Managing Director. |
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| Week 4 (20/2/17-24/2/17) | - Complete course development tutorial.  
- Write extended proposal on language programme for GRL.  
- Research top language centres worldwide to look at their approach.  
- Start reading for material for compulsory courses.  
- Look at possible language collaborations in Leeuwarden.  
- Research on world-class sociolinguistic/intercultural communication courses and their approach.  
- Meeting with internship supervisor.  
- Attend staff meeting. |
| Week 5 (27/2/170 3/3/17) | - Outline course descriptions of compulsory courses.  
- Complete reading for material for compulsory courses.  
- Research different methods of assessment.  
- Complete learning outcomes of 100 level course.  
- Meeting with internship supervisor.  
- Attend staff meeting. |
| Week 6 (6/3/17-10/3/17) | - Complete 100 level course (assessment type, learning outcomes, weekly plan etc.)  
- Meeting with internship supervisor. |
| Week 7 (13/3/17-17/3/17) | - Define earning outcomes 200 level class.  
- Complete assessment type 200 level class.  
- Participate in kick-off conference.  
- Meeting with internship supervisor. |
| Week 8 (20/3/17-24/3/17) | - Update 100 and 200 level course in-line with input after kick-off conference.  
- Finish 100 level course.  
- Write internship report.  
- Meeting with internship supervisor. |
| Week 9 (27/3/17-31/3/17) | - Finish 200 level course  
- Meeting with internship supervisor  
- Write internship report |
Appendix B

Comparision of other University College language programmes.

See Excel sheet attached with this report.
Appendix C

Comparison of other University college culture/ intercultural communication modules.

See Excel sheet attached with this report.
Appendix D  
Best Practice: Universities Worldwide

<table>
<thead>
<tr>
<th>University Name</th>
<th>Degree Name</th>
<th>Link</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperial College London</td>
<td>BSc Life Sciences with a language (French, Spanish and German)</td>
<td><a href="http://www.imperial.ac.uk/languages/degrees-with-language-for-science/">http://www.imperial.ac.uk/languages/degrees-with-language-for-science/</a></td>
<td>History and Politics - Science and Tech for each country</td>
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<tr>
<td>University College Cork</td>
<td>Medicine (Spanish/Italian)</td>
<td><a href="http://www.ucc.ie/modules/descriptions/HS.html#HS1094">http://www.ucc.ie/modules/descriptions/HS.html#HS1094</a></td>
<td>Spanish for beginners</td>
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<tr>
<td>UCL</td>
<td>Stats and a Language (Arabic, French, German, Italian, Japanese, Mandarin, Spanish)</td>
<td><a href="http://www.ucl.ac.uk/statistics/current/ughb.pdf">http://www.ucl.ac.uk/statistics/current/ughb.pdf</a></td>
<td>different levels - classes also focussing on professional/academic context</td>
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<td>Cardiff University</td>
<td>Business Economics with a European Language</td>
<td><a href="http://www.cardiff.ac.uk/study/undergraduate/courses/course/business-economics-with-a-european-language-german-bsc-econ">http://www.cardiff.ac.uk/study/undergraduate/courses/course/business-economics-with-a-european-language-german-bsc-econ</a></td>
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<td>Sussex University</td>
<td>Intercultural Communication</td>
<td><a href="http://www.sussex.ac.uk/english/internal/coursesandmodules/modules/2014/45591">http://www.sussex.ac.uk/english/internal/coursesandmodules/modules/2014/45591</a></td>
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<td>Southampton University</td>
<td>Intercultural Communication in a Global World</td>
<td><a href="http://www.southampton.ac.uk/cip/interdisciplinary/modules/uosm2017-intercultural-communication-in-a-global-world.page#assessment">http://www.southampton.ac.uk/cip/interdisciplinary/modules/uosm2017-intercultural-communication-in-a-global-world.page#assessment</a></td>
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<td>Dublin City University</td>
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<td>Stenden University</td>
<td>Languages and Cultures in international Business</td>
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<td>focus on communication - French, German, Spanish, Dutch, Russian, Chinese</td>
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<td>NHL</td>
<td>Dutch language and culture</td>
<td><a href="https://www.nhl.nl/exchange-students/exchange-programs/dutch-language-and-culture">https://www.nhl.nl/exchange-students/exchange-programs/dutch-language-and-culture</a></td>
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Appendix E

Initial proposal language component of BA Global Responsibility and Leadership

1. Comparative analysis of other UG’s language programmes: Key findings

- Out of 10 UC’s only three offer a compulsory language component: Roosevelt (2 courses), Utrecht (1 course, if monolingual 2), Amsterdam (BA 3 courses, BSc 2 courses).
- Leiden offers a language minor.
- At Roosevelt, Utrecht and Leiden students can join a class at an appropriate level i.e. they can commence in a 200 level class if they already have experience in the language.
- UCG and EUC offer language as an extra curricular.
- Not purely language acquisition but language and culture combined.

<table>
<thead>
<tr>
<th>UC</th>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>Roosevelt</td>
<td>Dutch, German, Spanish, French</td>
</tr>
<tr>
<td>Amsterdam</td>
<td>Dutch, German, Spanish, French, Arabic, Chinese</td>
</tr>
<tr>
<td>Leiden</td>
<td>Arabic, Chinese, French, Russian, Spanish, Dutch</td>
</tr>
<tr>
<td>Groningen</td>
<td>Arabic, Chinese, Spanish**</td>
</tr>
<tr>
<td>EUC</td>
<td>Russian, Mandarin, Japanese, Arabic, French, Spanish, Italian and Dutch</td>
</tr>
</tbody>
</table>

** ** From 2018 Russian and Dutch will be offered. From 2019 German and French will be offered.

Universities which offer language as an integrated component of the programme offer more ECT’s and over an extended period than the proposed model for CF:

- **Roosevelt**: Each course is 7.5 credits, taught over a 14 week semester.
- **Leiden**: Each course 10 credits, taught over a 14 week semester.
- **Utrecht**: Each course 7.5 credits, taught over a 14 week semester.
- **Amsterdam**: Each course 6 credits, taught over a 16 week semester.

2. Comparative analysis of how other UC’s offer culture and intercultural skills

- For the majority of UC’s intercultural competencies are “learned” from being a part of the international community.
  - **UC Twente**: “Living together fosters intercultural skills”.
- Venlo and Amsterdam offer compulsory courses related to culture and identity.
- LUC offers a track in global citizenship which encapsulates intercultural communication.
- LUC/Amsterdam 5/7.5 ECT sociolinguistics course. (optional)
- Utrecht/ Roosevelt offer courses in Dutch & Chinese Studies. (optional)

3. Research on 5 ECT language programmes in other countries

- Introductory courses on language acquisition.
- Semester long (circa 14 weeks)
- Mostly optional

4. Current idea for language component at CF

- Each student takes a 100 and 200 level course of 5 ECTs each over a course of one block.
- Languages to be offered: Spanish, German, Frisian and Mandarin.
- A sociolinguistics course to be offered for students with competencies in several languages.
- Courses would not just be courses in language but culture as well.

5. Concerns of current idea
- Less time dedicated to language than the other UC’s.
- Too little time to address language and culture appropriately.
- Danger students will not learn anything tangible.
- Students would find options ‘boring’.
- Lack of language choice for certain students.

6. Overview of proposal for “language” programme
- Instead of offering language offer two 5 ECT compulsory courses in sociolinguistics and intercultural communication.

6.1 What is sociolinguistics/ intercultural communication?
- Sociolinguistics: study and language and society
- Intercultural communication: communications between individuals and groups of different linguistic and cultural origins.

6.2 Why offer sociolinguists/intercultural communication?
- Ties in with the philosophy of CF: “Graduates of the programme will be critical thinkers who can work with very many different people, can forge links, have excellent communication skills and know who they are, what they want and how they can help solve global problems."
- The world is becoming increasingly interconnected and globalised. Giving students skills for the future work place.
- Links with politics and economy- tying in with the CF’s interdisciplinary approach.
- Workplaces becoming more internationalised- attractive to employers.
- Different to the other UC’s.
- Up and coming area of study- new BA in Minorities and Multilingualism/ MA Multilingualism @ RUG.

6.3 Why would be the purpose of the programme?
- Give students grounding about how language works in society.
- Provide students with key skills for succeeding in the international work force.
- Give student insight into how history, politics and economy are linked.
- Provide an opportunity for hands-on fieldwork to quantify theory learned in the classroom.

6.4 What could a sociolinguistics/intercultural communication course consist of?
- How languages evolve and change.
- Language, power, history and politics
- Language and rhetoric
- Do men and women speak differently?
- Societal and individual multilingualism- what does this mean?
- Economic implications of language
- Language planning and policy
- Language contact and change
- Role of language- health, governance
- Communication strategies
- Politeness and impoliteness across cultures
- Learning how to accommodate/ negotiate with each other
- Cultural sensitivity
- How to deal with migrant languages in society
- Interculturalism and the workplace (linking with proposed learning labs)
- Opportunities for fieldwork: ethnographic study of Amsterdam/ COA/ international company
- Culture shock

6.5 Learning outcomes
- Develop communication strategies when encountering people from different backgrounds.
- Gain an expert insight into the political and economic implications of language.
- Discuss key theories in the field of sociolinguistics and be able to apply these to real life situations.
- Gain a solid foundation for working in an international environment.
- Knowledge on how to effectively interact with people from various cultures.
- Interculturally aware graduates ready for the modern day work force.

7. Offering language learning opportunities at CF
- Language Centre: focus on language acquisition but also an impetus on culture and current affairs.
- Link with individuals in the community- teachers, language practice.
- Emphasis on learning language to a ‘work standard’.
- Certificate on transcript or symbolic credit.

- Language in practice: Full- time immersion summer course in language with a theme (4 weeks lecturers in Leeuwarden to include specific language interactions, culture and excursions, 1 week immersion trip to the country of the language studied- Frisian!).
- Create a buddy system so students can complete language exchanges with other students to improve proficiency/ intercultural communication.
- Language café at the university

7.1 Benefits of this approach
- Motivated language learners
- More time to devote to the language.
- An ‘extra’ skill students can add to their CV.
- Collaboration within the community.
- Added value of the GRL programme.
Appendix F

Extended proposal language component of BA Global Responsibility and Leadership

**Language and Culture: Compulsory courses**

“GRL students develop crucial inter- and intrapersonal skills such as collaboration, cultural awareness and leadership.”

“Work in a diverse, interdisciplinary team, both organising and contributing to the group process.”

Campus Fryslân website

The learning outcomes of the GRL promise to produce graduates who are culturally aware and are prepared to work in the international workplace. Therefore, the question arises as to how students should attain these skills. In the majority of UC’s, intercultural communication is learned implicitly. As proclaimed on the website of the University of Twente “Living together fosters intercultural skills”.

Although living as part of a diverse community does allow students to come in contact with people from other cultures and backgrounds, this does not necessarily lead to enhanced intercultural competences and skills. At CF, we want to challenge students to break boundaries and face real world situations head on. Therefore as part of the “Skills Lab” students with take two compulsory 5 ECTS modules which will compel students to reflect on how their own identity and culture impacts on their interactions with others.

Sociolinguistics is the study of the interaction between language and society. Students will learn about language contact and change and investigate the undeniable link between language, economy, history and power. In an ever diversifying world, intercultural awareness and sensitivity is paramount. Students will discuss politeness and impoliteness between cultures, how to effectively communicate with people from different backgrounds and learn competences they can apply to the international workplace.

Classes will be small scale (max of 25 students) and interactive. Students will take part in debate, role plays and other hands on tasks. Furthermore, students will have the opportunity to practice these skills during their Living Lab project.

The purpose of these two courses is to get students to actively challenge and discuss topical phenomena that is happening around them. Instead of passively living in an international environment, students will actively explore differences and acquire strategies for the international workplace.
Language Learning at CF

Knowing additional foreign languages can open many doors in terms of travel and work opportunities. As the workplace becomes more diverse and companies expand internationally, businesses are increasingly in need of graduates with a diverse range of language skills and in-depth cultural knowledge. CF want to offer students the opportunity to learn a foreign language to a working standard and also give them the specific cultural knowledge that is needed in order to completely comprehend the target language community. In addition, the CF wants to connect other essential parts of the target language culture by discussing key themes such as current affairs and history and allowing students the opportunity to practice with native speakers.

Language learning will be offered as an extracurricular option at the CF. This approach is favoured over integrating the language into the core programme for the following motivations:

1. Allowing students more time to gain intimate, in-depth knowledge of their chosen language to a high standard.
2. Allow motivated students to add to their skills set.
3. Create added value for the GRL programme.

Language learning opportunities at Campus Fryslan:
1. Language Centre
2. Immersion summer course
3. Buddy exchange programme
4. Language Café

Language Learning outcomes
- Students will develop and improve their basic language skills: listening, reading, writing and speaking with classes offered to the upper intermediate level (B2 CEFR- this is largely recognised as a working language level).
- Gain in-depth and nuanced cultural knowledge of the language community.
- Link language learning with other course components (e.g. politics, science)

1. Language & Culture Centre @ CF
- A high class language learning centre where students have the opportunity to consolidate their language knowledge and expand their cultural knowledge while also making connections between current affairs and their studies.

Advantages
- Added value of programme
- Will attract highly ambitious students who are enthusiastic and willing to learn.
- Sourcing local teachers which forms links.
- Work with university partners and other stakeholders in the community ➔ links!
1.1 Languages to be offered and why

In the first year, start by offering 4 languages: Arabic, German, Spanish and Dutch

**Arabic**

- One of the UN’s official languages
- Spoken in over 20 countries, over 375 million native speakers.
- Attractive to employers who want to expand their business to the Middle East.
- Arabic speaking nations a fast growing market for trade.
- A shortage of speakers with sufficient cultural knowledge of the area.
- Useful for students especially interested in careers in the UN foreign service, intelligence.
- Offered by 5 out of the 6 UC’s who offer languages.
- Challenging, makes you stand out from the crowd.
- Fashionable at the moment.
- Opportunities to create links within the community.

**Spanish**

- 2nd most spoken language in the world.
- Gateway to Spain and Latin America.
- Attractive asset for American companies.
- Official language of the UN.

**German**

- Close proximity to Fryslân.
- Many business links between the Netherlands and Germany.
- Linguistically close to Dutch (advantage for Dutch student).
- Official language EU.
- Traditionally seen as a strong business language

**Dutch**

- Aid in assimilation into life in the Netherlands.
- Demand from international students to learn Dutch.
- Knowledge in Dutch helpful if intending to complete learning labs/internships in the Netherlands.
- Important to understand Dutch cultural cues.
- Important to set up own course in Leeuwarden - students who are motivated to learn

Courses will run over the course of a semester (20 weeks) to ensure students have time to immerse themselves in the language and culture. Classes will be taught in the evening. All four languages will be taught at beginner level (achieving A2/B1 proficiency by the end of the first year). If possible, offer Spanish and German at intermediate level as well (entry level proficiency at A2/B1 level).
In the second year of study, students will attain a B1/B2 level of proficiency by the end of the year. In the third year of study, student will attain a B2 level by the end of the year.

Have a minimum enrolment requirement e.g. 6 students to make the class viable.
In the second year, if sufficient interest, expand and offer:

*Mandarin Chinese*

- Mother tongue of over 873 million people- most largely spoken language in the world.
- 2nd biggest economy in the world.
- Strong trading links.
- Challenging, makes you stand out from the crowd.

*Frisian*

- Leeuwarden capital of Fryslân.
- Competency in Frisian attractive for employers in the area.
- Cultural/ current affairs knowledge an asset in the work place.
- Connection to the local community.

**Summer Immersion courses**

- High quality language immersion courses based on the Middlebury College model.\(^1\)
- Students based in Leeuwarden for 4 weeks.
- Intense language immersion classes in the morning with a focus on communication.
- Afternoon excursion or cultural workshop on a facet of the language being studied.
- Evening activities related to the chosen language.
- 1 week immersion component where students live in the community of the language (if possible).
  Use links with other universities to aid in set up in country.
- Stay with host families/ locals.
- Emphasis on communication throughout their stay. Speech is not meant to be perfect, but need to communicate with locals and get a deeper understanding of the local culture.
- In cases where travelling to the country is not possible, look at integration possibilities around Fryslân and the Netherlands.
- Students engage in ethnographic research while abroad.
- Link with buddy language exchange programme system/ Language café: integrate these into the summer immersion programme.

*Year 1: Pilot Programme Frisian*

\(^1\) Middlebury College is widely regarded on having the best language programmes in the US. Their summer intensive programmes are world renowned: [http://www.middlebury.edu/ls](http://www.middlebury.edu/ls).
Summer Course in Frisian
- students have been here for a year. Mastered some Dutch but may have very little Frisian.
- Make Frisian look sexy.
- Combine excursions/activities in Leeuwarden with those around the province-> really get to know your new home.
- Culture project-> to include interviews, questionnaire, video documentary
- Week in a Frisian speaking area.

Gateway to students taking Frisian in the Language Centre if offered in the second year.

**Buddy Language Exchange Programme**

Students learning a language or what to improve/practice a language that they already have some knowledge of can sign up for a buddy language exchange programme.

*Advantages*

- Opportunity to practice with a native speaker.
- Fosters cooperation between students.
- Students gain extra cultural insight/information on current affairs.
- Cost effective.
- Can be run in conjunction with the language centre

**Language Café**

Set up a language café to run once a week on campus.
Set up themed tables where students can practice the language of their choice.
Also have a culture table to cater for student who may not have mastered another language but are interested in other cultures.

*Advantages*

- Opportunity to practice with a native speaker.
- Fosters cooperation between students.
- Students gain extra cultural insight/information on current affairs.
- Cost effective.
- Can be run in conjunction with the language centre
- Create an atmosphere on campus.
Appendix G

Reference list of readings completed during the internship on assessment, course design and the Dutch education system.


Appendix H

Compulsory 100 level course: Language and Culture I

<table>
<thead>
<tr>
<th>Title of course</th>
<th>Language and Culture I</th>
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<tbody>
<tr>
<td>Degree programme</td>
<td>BSc Global Responsibility &amp; Leadership</td>
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<td>Study phase</td>
<td>BSc, year 1</td>
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<tr>
<td>Course unit type</td>
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<tr>
<td>Lecturer(s)</td>
<td>TBA</td>
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<td>Number of ECTS credits</td>
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<tr>
<td>Entry requirements</td>
<td>Admission to the bachelor’s degree programme of Global Responsibility &amp; Leadership</td>
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</table>

**Course content** *(short course description)*

Language and culture have a direct influence on how we see the world. Our individual values and beliefs shape the way in which we perceive concepts and practices. In a globalised world, we constantly come into contact with people whose viewpoints diverge from our own. These varying outlooks can lead to difficulties in mutual understanding and communication.

This course is dedicated to understanding the role that language and culture have on the practice of science. Through the use of case studies and interactive assignments (linked to the SDG’s where possible), students will come to understand the complex interplay between language, culture, knowledge and communication from the viewpoint of different disciplines including sociology, social psychology and anthropology.

Students will be compelled to reflect on their own identity and discuss how it impacts on the way they perceive the world and engage with people around them. The notion of diversity will be discussed in detail, with a key focus on how their own concept of diversity influences their worldview. Additionally, students will reflect on how communication differs between cultures and how this can impact on effective communication.

Students will further develop the academic communication skills first introduced in Fundamentals of Academic Communication 100. Whereas FAC100 focuses more on individual work, this course will focus on group assessments and in-class collaboration. In the first three weeks during the workshop sessions, the lecturer will present a case study, showcasing a current topic related to the weekly theme. In subsequent weeks (four-nine), group presentations based on a current affairs topic will be used as a point of discussion for the workshop sessions.

**Literature**
Selected readings from:


A reader of supplementary articles including, but not limited to the following:


Current newspaper articles related to topics studied will also be provided for reading.

**Course learning outcomes**

Upon successful completion of this course, students will be able to:

- Articulate the complex relationship between language, culture, knowledge and communication.
- Reflect on the impact of culture on their values, assumptions, perceptions, expectations and behaviour.
- Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, language and strategies.
- Critically analyse empirical literature and theories presented during the course.
- Independently consult and synthesise academic sources for use in assignments.
- Collaborate effectively with a diverse cohort of students by actively participating in group activities and assignments.
- Relate theory studied in the classroom to real life situations.

**Programme learning outcomes**

This course focuses on the development of the following learning outcomes, as stated in the degree profile:

1. [C1] Assess issues, objects or works through the collection, organisation and analysis of evidence.

2. [C2] Independently construct and articulate relevant questions and sound arguments about social
issues and current events, in both academic and nonacademic settings.

3. [C3] Communicate effectively and professionally (in academic English) to a diverse, global audience, both orally and in writing.

4. [C6] Work collaboratively in a diverse, multidisciplinary global team, actively contributing to the group process.

5. [D2] Demonstrate an understanding and profound appreciation of social and cultural diversity.

6. [D3.1] Critically reflect on their own value systems, identify gaps in knowledge and skills, and be open to changing their mind. This includes the ability to give and receive constructive and effective feedback.

7. [D3.2] Shape their own learning process: Articulate their own strengths and what, how and where they can best contribute to change.

8. [D4] Appreciate the idea of lifelong learning as the basis for future-proof academic and professional lives.

<table>
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<tbody>
<tr>
<td>Component</td>
</tr>
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<td>Class participation</td>
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<tr>
<td>Group presentation</td>
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<tr>
<td>Mid-term essay plan</td>
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<tr>
<td>Mid-Term essay</td>
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<tr>
<td>Poster plan</td>
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<tr>
<td>Poster pitch</td>
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<td>Academic poster</td>
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<table>
<thead>
<tr>
<th>Learning &amp; teaching strategies</th>
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<tbody>
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<td>This course consists of weekly two-hour seminar sessions, weekly two-hour workshop sessions, a group presentation, an individual poster presentation, homework assignments, in-class group activities, discussions, written assignments, reflection and self-study.</td>
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<table>
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<th>Breakdown of workload</th>
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<td>Assign hours to the above mentioned learning &amp; teaching strategies; for 5 EC count a total of 140 hours.</td>
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<td>1 ECT = 28 hours</td>
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<table>
<thead>
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<th>Hours</th>
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<tbody>
<tr>
<td>10x 2 hour seminars</td>
</tr>
<tr>
<td>10 x 2 hour workshops</td>
</tr>
<tr>
<td>Weekly readings (400 pages approx.)</td>
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<tr>
<td>Homework exercises</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Mid-term essay and plan</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Poster presentation and plan</td>
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<tr>
<td><strong>Total</strong></td>
</tr>
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</table>

**Position of the course within the GRL programme**

In this course unit students will get acquainted with the complexity of language and culture and its link to knowledge and society. Positioned within the skills lab, students will reinforce and develop the skills learned in Fundamentals of Academic Communication 100 in the first block. Whereas FAC100 focuses primarily on individual work, this course will have a focus on group work, collaboration, self-reflection and the development of intercultural skills. These academic and intercultural skills will be further developed in Language and Culture II/ Scientific reasoning in the second year of study.

**Weekly Plan**

**Week 1: Introduction. What is identity?**

Students will be formally introduced to the course. The weekly course plan and assessment timeline for the course will be discussed in detail. The main theme of this week’s class is identity. Concepts such as personal, group, role and term identities will be discussed and students will be able to succinctly define these terms at the end of the class. The idea of identity being a fluid, changing concept will also be a talking point and will be illustrated by a TedTalk on the subject.²

The case of Rachel Dolezal³ will be presented to illustrate the concepts outlines in the seminar class. Students will engage in group work and work on questions linked to the case study. Details for the group presentations in week 4-9 will be outlined and students will form their presentation groups. Requirements for the essay plan will be also be discussed.

**Week 2: What is language?**

The main focus of this week is on language. Students will gain knowledge about different definitions and theories related to the concept of language. Students will be first introduced to the thinkings of de Saussure and the distinction he made between langue and langage. Thereafter, students will be compelled to investigate the link between language and identity by being introduced to the key Martha’s Vineyard study by Labov (1963).

Students will be confronted with the idea that languages shapes and constructs our world view. The Saphir-Whorf hypothesis will be introduced and students invited to critically evaluate it through the presentation of a relevent, topical case study. The theme for the mid term essay will be presented and discussed.

**Week 3: What is culture?**

Culture is everywhere. There isn’t an aspect of daily life that is not fully embedded in cultural constructions and traditions. This class will deal with a selection of perspectives on culture from the

---

² Sara Nuru TedTalk Talk ‘A story about Identity’
https://www.youtube.com/watch?v=h3ejKrH4VG0 (18:38).

³ This is an example and is subject to change.
academic fields of sociology and anthropology. Students will be introduced to terms such as material and nonmaterial culture, cultural universals and ethnocentrism. The cultural dimensions put forward by Hofstede will be presented and debated. Furthermore, by focusing on key readings by Foley (1997), students will discuss to what extent language and culture can be separated and how they intertwine. A current case study will be used to support theory learned.

Mid term essay plan due end of week 3

Week 4: Intercultural communication and intercultural competence

This week will build on topics discussed in week 3. The role culture plays in communication will be the main focus. The fields of intercultural communication and intercultural competence will be introduced and defined, referencing the ideas of key players in the area. In order to illustrate this area of study, students will engage in a series of interactive activities and will critically reflect how their culture and world view impact their interaction with others. The first of the group presentations will take place in this week.

Week 5: Diversity

The idea of diversity and its many manifestations will be focused upon this week. Sex, sexual orientation, race, age and religion will be discussed in sociological terms. Students will actively reflect on their values in terms of diversity through self-reflection and group activities. These ideas will be linked to the concept of culture discussed in previous weeks. The second group presentation will take place in this week. Requirements for the poster plan will be outlined.

Mid term essay due end of week 5

Week 6: Stereotypes, prejudice and implicit bias

The concepts of stereotypes, prejudices and implicit bias will be discussed, with a key focus on the social psychological approach of Prof. Daniel Wigboldus. Inequality and intersectionalism will also be discussed. Students will reflect on the stereotypes they hold and the stereotypes associated with their own cultures. They will discuss the impact this has on social interactions and the problems this can cause. The third group presentation will take place in this week.

Week 7: Culture and Gender

Gender will be the key focus this week. It will be first looked at from a sociological perspective. Thereafter, the students will discuss differences in the way men and women talk and how this ‘talk’ is perceived. The fourth group presentation will take place in this week. In the workshop class, time will be dedicated to discussing the final poster.

Poster plan due end of week 7

Week 8: Multilingualism in a globalised society

Students will learn about monolingualism and multilingualism and be able to concretely define the terms. The term globalisation will be introduced and briefly discussed. The implications that multilingualism has for society will be the main focus and students will discuss the advantages and disadvantages of
having multilingualism as a societal priority. The concept of the Third Culture Kid (TCK) will also be dealt with. The fifth group presentation will take place in this week.

**Week 9: Norms and Kinesics**

Not all people express themselves in the same way. Avoiding eye contact in one culture may have different implications than in another. Students will discuss the uses of norms and kinesics across different cultures and how this can prove a barrier to communication. Students will explore these ideas through role plays and interactive activities. The sixth group presentation will take place in this week.

**Week 10: Politeness and Impoliteness**

Politeness theory will be outlined and debated. Impoliteness and politeness across cultures will be discussed, including notions of directness, indirectness and apologies. The course will be rounded up and final questions answered.

*Poster due end of week 10*

**Assignments**

**Assessment requirements**

Attendance of all seminars and workshops is compulsory. This means that students must actively participate in at least 80% of the seminars. In the event of absence of up to 20%, the instructor may stipulate replacement assignments. Absence of more than 20% will result in the student being banned from further participation of the course unit and from the examination. If students do not attend the first class, they will not be able to take the course.

*Components (assessment type):*

**Class participation**

- Students will take part in a reflective exercise at the start of each seminar class based on a stimulus provided e.g., statement, video provided by the instructor.
- Students will be graded on active participation in class including involvement in discussions and role plays.
- Students will write a short commentary (no more than 500 words) on the text for the weekly seminar. This commentary will synthesise the key points of the reading and allow the student to critically reflect on the points made. Students should also come up with 1-3 questions based on the test which will be discussed in class.

**In-class group presentation**

- Each student will deliver a group presentation (no more than 3 students per group) based on a current affairs event linked to the topic of a previous seminar. A list of relevant current events will be outlined in week 1.
- Students can base their presentation on this or on a topic of their choice. A self-chosen topic must be approved by the lecturer in advance.
- Students should consult different newspapers, online periodicals etc. when collecting data for the
presentation in order to present a holistic view.
- Presentation topics should act like a case study to illustrate the topic.
- Each presentation should include an interactive component which could include: Mentimeter, Kahoot, video, quiz etc.
- These presentations will act as the starting point for discussion in the workshop sessions.

The presentation will be assessed on the basis of the following criteria:
- structure and clarity of the argument (consistency of introduction, argument and conclusion)
- ability to link presentation topic to theory discussed during the seminar sessions
- use of secondary, and if relevant, primary resources
- ability to deliver a presentation in front of an audience
- ability to coordinate group collaboration
- relevance and execution of interactive activity

**Mid-term essay plan**
- Students are to hand in a short proposal (approximately 1 A4 page) outlining the research question, sections of the essay, and bibliography at the end of week 3.

The essay plan will be assessed on the basis of the following criteria:
- ability to formulate a clear and relevant research question
- clear focus of essay topic
- ability to outline and plan an essay topic

**Mid-term essay**
- Students are to write a 2,500 word (+/- 10%) argumentative essay.
- The over-arching theme for the essay is ‘How universal is experience?’
- Based on the concepts discussed during the first half of the course, students are to argue to what extent they think experience is universal.
- Students should develop a working title for their essay.
- Students should refer to topics and theories discussed during the course and reference outside sources.
- In addition, students should reflect on class discussions held during the course and use themes discussed to illustrate points made in their essay.

The essay will be assessed on the basis of the following criteria:
- structure and clarity of the argument (consistency of introduction, argument and conclusion)
- ability to comprehend relevant academic literature
- reflect on topics discussed in class
- use of secondary, and if relevant, primary resources
- analytical (and synthesizing skills) with regard to the material consulted
- independence in searching for and processing literature

**Individual Poster Plan**

- Students are to submit a short proposal (approximately 1 A4 page) outlining the research question, sections of the poster, group breakdown and bibliography.

The poster plan will be assessed on the basis of the following criteria:

- ability to formulate a clear and relevant research question
- ability to outline and plan a poster
- quality of proposed bibliography

**Individual Poster Pitch**

- At the end of the term, students will have the opportunity to present their posters to each other and staff.
- Students will be required to prepare a pitch of their poster which will be graded.

The poster pitch will be assessed on the basis of the following criteria:

- Familiarity with the poster topic
- Ability to synthesise the content of the poster
- Structure and clarity of the pitch

**Individual Poster Presentation**

- At the end of the term, students are to conduct an individual poster presentation on a topic linked to one of the themes discussed during the second half of the course.
- Students are to develop an appropriate research question and conduct complementary research.
- The poster should be created digitally.
- At the end of the term, students will present their posters at a poster showcase for students and staff.

The poster will be assessed on the basis of the following criteria:

- ability to identify a relevant research topic and construct a research question
- ability to present the research proposed in a coherent and visually attractive manner
- use of secondary, and if relevant, primary resources
- independence in processing literature
- analytical skills with regard to the material consulted
### Appendix I

**Compulsory 200 level course: Language and Culture II**

<table>
<thead>
<tr>
<th><strong>Title of course</strong></th>
<th>Language and Culture II/ Scientific Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree programme</strong></td>
<td>BSc Global Responsibility &amp; Leadership</td>
</tr>
<tr>
<td><strong>Study phase</strong></td>
<td>BSc, year 2</td>
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<td><strong>Course unit type</strong></td>
<td>Skills Lab</td>
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<td><strong>Lecturer(s)</strong></td>
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<tr>
<td><strong>Number of ECTS credits</strong></td>
<td>5 EC</td>
</tr>
<tr>
<td><strong>Entry requirements</strong></td>
<td>Language and Culture 100, Fundamentals of Academic Communication 100</td>
</tr>
</tbody>
</table>

**Course content (short course description)**

This course will develop on the academic communication skills acquired in FAC100 by exploring five major and current themes related to language and culture, expanding on concepts examined in Language and Culture I. Each topic will be discussed in detail over a two-week period and will be accompanied by an illustrative case study and additional interactive material. Topical themes to be discussed will include:

1. Disappearance of endangered languages
2. English as a lingua franca
3. Media representation
4. Migration
5. Cultural conflict

The geopolitical, historical and societal context of each topic will be discussed as appropriate and students will consider the current situation of each topic. Five detailed case studies, demonstrating a current, major event will illustrate each theme. Identity and culture and their temporal nature will be focused upon within the framework of each topic. Discourse analysis will also be discussed in relation to the five themes. Both western and non-western viewpoints will be discussed during the course.

During the course of this module, students will consolidate and expand their academic communication skills. A key focus will be placed on scientific and persuasive reasoning skills, which will be practiced through the course through a variety of assignments. Students will be introduced to the art of giving and receiving peer feedback. Additionally, students will learn how to take part in a debate. Ethnographic research techniques will be practiced by way of an interview. Students will develop further knowledge on how to present work in a visual way by completing a group video project.
Literature


A reader will be provided with topical news items related to the five course themes. In addition, readings regarding academic communication skills developed during the course will be provided when necessary.

Course learning outcomes

Upon successful completion of this course, students will be able to:

- Demonstrate in-depth and nuanced knowledge of the five themes discussed.
- Recognise the temporal nature and language and culture and its societal implications.
- Give examples of current events which link to the five course themes.
- Illustrate a topic related to one of the five course themes by way of a group video project.
- Demonstrate advanced scientific and persuasive reasoning skills.
- Conduct ethnographic research on a related course topic and present their results in an academic manner.
- Give & receive constructive peer feedback.
- Critically analyse and synthesise academic material.

Programme learning outcomes

This course focuses on the development of the following learning outcomes, as stated in the degree profile:

1. [B1] Combine knowledge and methods from relevant disciplines to address new settings and complex problems that arise in an increasingly digital and global society at the interface of disciplines.

2. [C1] Assess issues, objects or works through the collection, organisation and analysis of evidence.

3. [C2] Independently construct and articulate relevant questions and sound arguments about social issues and current events, in both academic and nonacademic settings.
4. [C3] Communicate effectively and professionally (in academic English) to a diverse, global audience, both orally and in writing.

5. [C6] Work collaboratively in a diverse, multidisciplinary global team, actively contributing to the group process.

6. [D2] Demonstrate an understanding and profound appreciation of social and cultural diversity.

7. [D3.1] Critically reflect on their own value systems, identify gaps in knowledge and skills, and be open to changing their mind. This includes the ability to give and receive constructive and effective feedback.

8. [D3.2] Shape their own learning process: Articulate their own strengths and what, how and where they can best contribute to change.

### Assessment

- Homework and class participation
- Interview and accompanying contextualisation paper
- Group video project
- Mid-term paper
- Giving/ Receiving peer feedback
- In-class debate

### Learning & teaching strategies

This course consists of weekly two-hour seminar sessions, weekly two-hour workshop sessions, an interview, homework assignments, in-class group activities, discussions, debates, written assignments, reflection and self-study.

### Position of the course within the GRL programme

This course is part of the skills lab and it’s a compulsory course. It is an extension of the Fundamentals of Academic Communication 100 and Language and Culture 100. The introduction of ethnographic research by way of an interview links this course with Interdisciplinary Research Design & Qualitative Methods 100, where students will further enhance these skills.